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ABSTRACT

In an opening address, the Assistant Director-General for Education surveys the problems that new trends in adult education have presented to UNESCO--to integrate more closely adult education activities, to work towards more systematic co-ordination at the international level, and to establish a world-wide documentation network and improved dissemination of professional information. Members of the committee point out the gap existing between the need for basic research and the limited financial and personnel resources allocated to the approved program. The special needs of developing countries to work out adult education policies and programs often involve the training of both specialists and recipients. The mass media in adult education, which in developing countries is the radio, plays an important part. The decisive part that women can play in the development of adult education is, likewise, indicated. It is the view of members that improving the running of existing institutions and establishing suitable adult education institutions in developing countries be given priority over numerous small projects of limited duration and scope. (EA)

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL ADVISORY COMMITTEE
FOR OUT-OF-SCHOOL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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Fourth Session

Unesco House, Paris, 15-18 May 1973

FINAL REPORT

1. The International Advisory Committee for Out-of-School Education held its fourth session at Unesco House from 15 to 18 May 1973.

2. The session was opened by Dr. Garnet T. Page, Chairman of the Committee's third session.

3. The Assistant Director-General for Education, Mr. Amadou-Mahtar M'Bow, gave an opening address (see Annex I).

Election of the Chairman

4. Dr. Garnet T. Page was elected Chairman of the Committee's fourth session.

Election of the Vice-Chairman and the Rapporteur

5. Professor Mladen Zvonarević was elected Vice-Chairman and Mr. Ben Mady Cissé, Rapporteur. The Chairman, Vice-Chairman and Rapporteur form the Committee's Bureau.

I

Implementation of the recommendations of the Third International Conference on Adult Education (Tokyo, 1972) by Unesco and by the Member States (Item 4 of the Agenda)

6. Mr. J. Knapp, Director of the Department of Curriculum, Structures and Methods of Education, reminded the meeting that, since the beginning of 1973, the Division of Adult Education and the Division of Literacy had been part of the Department for which he was responsible, and he explained the reasons for that reorganization. The Directors of the Division of Adult Education and the Division of Literacy gave a brief outline of the main aspects of their Divisions' work. They also mentioned that many important activities which came

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within the purview of adult education in the broad sense of the term were carried out by other divisions of the Secretariat, and that the Division of Adult Education, in addition to its specific tasks, was responsible for encouraging and co-ordinating all these activities.

7. After reviewing the proceedings of the Third International Conference on Adult Education, the Director-General's report on this Conference (document 17 C/62), the chapter on Education in the Approved Programme and Budget for 1973-1974 (document 17 C/5), the recommendations concerning future programmes on adult education and literacy adopted by the General Conference at its seventeenth session, and the Discussion Guide for the Fourth Session of the International Advisory Committee for Out-of-School Education (document ED-73/CONF.501/2), the following general observations were made by the members of the Committee:

1. The Committee expressed its satisfaction with the important recommendations adopted by the Tokyo Conference, as well as with the trends and attitudes they reflected. It was very pleased to know that they had been approved by the General Conference. It recommended that all the necessary arrangements should be made for their effective implementation under the Short-and-Medium-Term Programmes of the Organization.

2. There is an obvious gap between the statements of intent giving high priority to adult education, made by the representatives of Unesco and by the delegates of Member States, and the financial and personnel resources allocated to it in the Approved Programme for 1973-1974 and envisaged in the Medium-Term Programme. Furthermore, the budget allocations contained in document 17 C/4 for Unesco's overall work in the field of adult education and for the Adult Education Division, which has a stimulating and co-ordinating rôle in this field, did not show any significant increase either in relation to Unesco's total envisaged future appropriations or to the corresponding proposed budget for the Education Sector.

3. In the light of the foregoing, the Committee stressed how important it was that Unesco should take positive action to implement the general agreement expressed and the assurances given at the seventeenth session of the General Conference that everything possible would be done to increase the resources available to adult education by the reallocation of resources in respect of both manpower and finances within the total budget of Unesco as well as within the Education Sector's budget. In this context, the Committee noted that efforts should bear primarily on the programmes, which should be of the highest possible standard, so as to justify such a reallocation and stimulate other endeavours of a similar nature.

8. The Committee expressed its general satisfaction with the programme designed to promote international co-operation and research in adult education and literacy work. However, it considered that the following views should be recorded as constituting its advice to the Director-General regarding the implementation of Unesco's short-term and medium-term out-of-school education programmes in the fields of adult education and literacy work, which are interrelated:

(a) since adult education, including literacy work, should be viewed as an integral part of economic, social and cultural development, adult education operation and research programmes should be adapted to suit local

conditions and the cultural background, be the direct outcome of national priorities, be integrated and inseparable functional components of global economic, social and cultural development programmes and be designed to enlist the support and the participation of the adults concerned;

(b) Member States should be encouraged by Unesco to involve local universities and research institutions in the developing countries in research projects and in the solution of specific problems in the field of adult education. Trade unions, co-operative associations, farmers', women's and young people's organizations and other non-governmental organizations concerned should participate in these activities. In some cases, the collaboration of industrial and commercial firms should also be sought;

(c) while recognizing the need to develop basic research, the Committee considered that, since Unesco can provide only very limited financial support for adult education research, its support should go in the first instance to research projects carried out by teams in developing countries; furthermore, it should facilitate world-wide exchanges of information about research, co-ordinate the work of its own institutes in this field, urge Member States to enlist the services of volunteer workers for research purposes and encourage Regional Offices and the United Nations Specialized Agencies to work together for the success of suitable projects at the national level.

9. The Committee commented favourably on the documents published by the Secretariat with the object of promoting the rapid and efficient dissemination at the international level of research findings and professional information. In particular, it was thought that "Adult Education Information Notes" was especially useful, and could be made even more so by the inclusion of short topical articles classified according to subject. It was suggested that a special issue of this publication, on research work in adult education, should be prepared for distribution among formal education policy-makers and administrators. Another issue could be prepared, for the same purpose, on the planning, organization and funding of adult education programmes.

10. The Committee noted that the action taken by a number of developing countries to work out adult education policies and programmes still fell far short of those countries' needs. The following causes for this situation were suggested:

(a) some Member States and international agencies such as UNDP and the World Bank do not take sufficient account of the fact that adult education, including literacy, is the key to the mobilization of human resources for economic, social and cultural developmental efforts;

(b) the underprivileged classes of producers in the primary sector are not encouraged to use modern technology, and the national and international planning and financing organizations do not appear to have recognized the need to train these groups in order to increase their active participation in development;

(c) the lack of agreement and co-ordination, in the preparation of national plans and programmes in which adult education plays an important part, between the various national ministries normally concerned with one specialized aspect of national development or another;

(d) some developing countries have inherited from colonial days antiquated, ineffective educational systems which do not meet their current needs but which, for one reason or another, some governments seem reluctant or feel unable to change.

11. In view of the situation as it appears from the foregoing, the Committee recommends that Unesco consider:

(a) taking appropriate action to impress upon developing countries and international funding agencies the importance of taking adult education - including literacy work, which remains an absolute priority - fully into account when planning and budgeting for Country Programming. This requires recognition of the fact that, in addition to the training of specialists, the training of the recipients must be provided for by such programmes;

(b) convening regional or other appropriate meetings of key national ministries, or of their senior policy-makers and administrators, in order to develop an awareness on their part of (a) above;

(c) examining the necessity for international organizations, including Unesco, to review and possibly, for the sake of efficiency, change significantly their criteria, norms, etc., in respect of adult educational activities in developing countries in the light of these countries' circumstances and needs;

(d) considering what contribution to national development policies, in which adult education should be properly integrated, might be made by local groups of young economists who could use their means of communication with the local people to serve educational needs, possibly working out and executing micro-projects which would be integrated into rural development and other projects requiring co-ordinated action by numerous local agencies;

With regard to Unesco's assistance to developing countries, the view was expressed that it was better to do as much as possible to improve the running of existing institutions and establish suitable adult education institutions, than to support numerous small projects of limited duration and scope.

12. The Committee felt that, in the field of adult education more perhaps than in any other, the success of what was done depended on the ability of the various parties concerned to co-ordinate their activities. Where the Specialized Agencies of the United Nations and international financing bodies were concerned, it declared itself in favour of systematic co-ordination between specialists in adult education and in training, particularly with regard to Country Programming. It urged that programmes concerning rural development and employment should, wherever possible, be directed jointly by Unesco, ILO and FAO. At regional level, it recognized the desirability of periodical meetings of the ministers concerned

to investigate the possibility of concerted action which would be more effective and more economical than action taken by each country individually. At the level of Member States, it recommended the establishment of inter-ministerial co-ordinating committees on which all ministries concerned would be represented (education, planning, industry, rural development, labour, etc.) when bilateral assistance programmes are being planned, popular movements could help to recruit personnel and to provide the know-how required for the essential adult education component of development plans.

13. The Committee recommended that Unesco should maintain close contact with existing National Adult Education Committees and seek to encourage the establishment of such committees in as many Member States as possible; these committees would bring together representatives of all sections of the community concerned, and would thus be able to play a decisive part in the development of adult education. The links which could be forged, through Unesco, between the various national committees would promote a valuable exchange of information and experience.

14. While pointing to the serious dangers with which the mass media can threaten the cultural identity of a country when the entire control of those media is in the hands of men insensitive to the aspirations of their people, the Committee drew attention to the important part played by the media in adult education. Radio, in particular, which was more widespread than television in many developing countries, could enable adult education organizers to "carry the debate into the market place", in the words of one Committee member, and to encourage discussion among the people at large, which would, possibly, lead to their commitment and participation.

15. In the same connexion, the Committee felt that, without belittling the importance and value of meetings of adult education experts, priority should in future be given to activities directed towards those leaders in education and in economic, social and cultural development as well as potential students, who were not already convinced supporters of the principles of adult education. Various practical measures (publications, public meetings, etc.) which could be taken in Member States were mentioned during the discussion.

16. Referring to the Tokyo Conference recommendation on the rôle of culture in adult education, the Committee noted that in past years only a minority of the developing countries had succeeded in withstanding the cultural crisis caused by the introduction of new technologies into the economic process and by the growing influence of the mass media. Unesco should therefore concern itself with this problem as it does with the cultural crisis in the developed countries.

17. The decisive part that women could play in the development of adult education, including literacy teaching, and hence in the evolution and transformation of society, and the necessity of removing the obstacles which still prevented millions of them, particularly in rural areas, from gaining access to education were strongly emphasized by the Committee, which also demanded equality of access to education for the poorest strata of the population, to whose problems the educated classes were all too often indifferent, while certain people in power preferred them to be in a state of subjection rather than that they should be emancipated.

18. More generally, the Committee noted that the principle of life-long education was now widely accepted, but that nevertheless there had so far been very little research in that field; it suggested that Unesco should undertake research on some of the fundamental aspects of life-long education, such as its influence on the life of individuals and of social groups.

19. The observer from Denmark, speaking on behalf of the four Scandinavian countries represented at the meeting, expressed his satisfaction that the representatives of Member States had the opportunity to follow the Committee's work. After speaking of the keen interest of the Scandinavian countries in adult education, he expressed the fear that because of the manifestly inadequate human and financial resources devoted by Unesco to adult education the Organization might not be able to play its full - and vitally important - part in a field which was of crucial importance for the development of life-long education.

20. The representative of the League of Arab States and of Alecso took part in the discussion, mentioning, among other things, the very keen interest his organization took in research and training in the field of education in general and in that of adult education in particular. The representatives of several non-governmental organizations of workers, members of co-operatives, women and teachers also took part in the discussions; they referred to the enduring concern of their respective organizations for the work of adult education and their readiness to play an increasingly active part therein whenever possible.

II

Elaboration of a preliminary study on the technical and legal aspects of the preparation of an international instrument on the development of adult education (Item 5 of the Agenda)

21. The Chief of the Division of International Standards made a statement on the nature of normative action and on the procedure for arriving at international regulations in Unesco's fields of competence, explaining, in particular, the scope of a preliminary study on the technical and legal aspects of the preparation of an international instrument. He replied to questions of form put by members of the Committee. The Director of the Department of Curriculum, Structures and Methods of Education also gave some information about the work already done or contemplated by the Organization for the setting of standards with regard to education.

22. Mr. Hicter, the expert, questioned the Committee about the subjects in which it thought regulation was possible in order to achieve the aims of adult education development, to free adult education from its marginal status, and to secure for it the automatic acceptance that already existed for education in school. He emphasized that the difficulties of preparing an international instrument on the development of adult education stemmed from the variety of the forms it took and the objects it pursued, which were themselves a reflection of the extreme variety of life.

23. As a basis for further thought, he mentioned a number of problems which might be the subject of the proposed normative work, such as the idea of voluntary service, the problem of the obsolescence of knowledge and learning, the need for assistance to "marginal" groups, the effort to be made in parent education, the preparation of policies for the use of leisure time and the distribution of work

and free time, the training of organizers and leaders, the complex of problems relating to the environment and community facilities, the use of school facilities, and the policy for the use of the mass media and the resources of the cultural industry.

24. The Committee took the view that an instrument on the development of adult education would help in enhancing the prestige of such education and should give it a place in the context of cultural, social, economic, scientific and technological development. It should help to ensure that adult education received equal treatment with other educational sub-systems in the general approach to life-long education.

25. The Committee also felt that Unesco's normative action should not be dissociated from that of the United Nations and its other Specialized Agencies (ILO, FAO, WHO) with regard to the exercise of social and economic rights, which incidentally it could usefully supplement, while introducing a new approach.

26. It also stressed the need for the instrument to mention the importance of the work done by voluntary organizations.

27. In conclusion, the Committee decided that its members, after giving the matter due thought, should send their observations relating both to the criteria which they considered should govern the elaboration of the preliminary study and to substantive priorities to the expert by way of the Secretariat.

III

Examination of the functioning of the Advisory Committee (Item 6 of the Agenda)

28. The Chairman recalled that the view that the Committee's rôle in the execution of the Organization's programme should be strengthened had been expressed in various recent Unesco documents. He suggested that the discussion of this matter should be based on the following considerations:

(a) The Committee's efficiency will depend on the individual contribution of each of its members as much as on its collective work and the quality of the relations which it establishes with the Secretariat;

(b) the Committee can and should maintain relations with the whole of the Education Sector, adopting an integral approach. It should formulate appropriate recommendations within its field of competence concerning planning, financing, teacher education, curricula, methods and techniques, the rôle of universities and the use of the communication media, as well as the educational needs of women, manual workers, teachers and managers and young people who do not attend school. Only in this way can it carry out the task assigned to it;

(c) it would be useful to state what action can be taken by a member in his own country and region; in particular, each member could:

(i) help to promote adult education in the context of national planning, activities of national interest and the preparation of draft laws on education as a whole; (ii) encourage the establishment of adult education institutions, give lectures and write articles for the press; (iii) promote the preparation and dissemination of basic texts for adult education, especially in the languages in which Unesco publications are not printed.

29. The Committee agreed with these general considerations. It thought that the following measures might enable it to carry out its task of advising the Director-General more effectively:

(a) the dates of the sessions should be fixed in such a way that the Committee's views could be taken into consideration at each decisive stage in the preparation of Unesco's projects and programmes;

(b) the appropriate documents should be distributed in time for members to be able to study and consider them properly, and it should be possible for sessions to be prolonged in certain cases;

(c) consideration should be given to the possibility of holding Committee meetings at Headquarters and elsewhere alternately, so that members could get a better idea of the progress made in adult education throughout the world;

(d) the Committee should be able to obtain the information required to give its members a clearer understanding of the rôle played by adult education components in the various parts of the Organization's programme;

(e) special sub-committees might be set up to maintain a continuous dialogue by correspondence on specified topics between sessions;

(f) descriptions of model development projects which include an adult education component should be prepared and submitted to the Committee for its opinion, and the effects of the adult education component on the implementation of projects should be indicated;

(g) Member States and international governmental and non-governmental organizations should be encouraged to send observers to Committee meetings;

(h) the Secretariat should remind National Commissions that members of the Committee are appointed in a personal capacity, explain to them the importance of the Committee's task, and emphasize the advisability of involving them in the work of the National Commissions;

(i) the Secretariat should ensure that members of the Committee receive all Unesco publications which might be of interest to them;

(j) members should draw the attention of their national representatives at the General Conference and on the Executive Board to the importance which should be attached to adult education and literacy as essential ingredients of development;

(k) members should make it their business to encourage the establishment of national adult education committees comprising the representatives of the national institutions concerned, as was recently suggested in a letter sent by the Secretariat to the National Commissions; they should maintain close contact with such committees, where they are already in existence;

(l) members should lend their support to adult education associations in their respective countries and try to give fresh impetus to any that are slackening their efforts;

(m) members should publish articles in periodicals that specialize in adult or general education so that adult education will be given its proper place in educational systems;

(n) members of the Committee, in their respective regions, should maintain direct and continuous contact with the Unesco Regional Offices as well as with persons responsible for education at the national level;

(o) members should keep the Secretariat informed of important innovations in adult education in their respective countries and regions;

(p) members should submit to the Secretariat individually practical, specific proposals to be taken into consideration when the draft programmes are being prepared;

(q) members should send the Secretariat their suggestions as to how the Information Notes on adult education could be more widely and more efficiently distributed.

30. Generally speaking, the Committee took stock of the change which had taken place in its own rôle since preparations were made for the Tokyo Conference and of its increased responsibilities in the implementation of that Conference's recommendations by Unesco and, through the Organization's programmes, by Member States.

ANNEX I

Inaugural address by Mr. Amadou-Mahtar M'Bow, Assistant Director-General for Education, at the opening of the fourth session of the International Advisory Committee for Out-of-School Education

Mr. President,
Ladies and Gentlemen,

On behalf of the Director-General, who greatly regrets that he is unable to do so himself, I have the honour to open the fourth session of the International Advisory Committee for Out-of-School Education and to welcome all participants - members of the Committee, representatives of organizations in the United Nations system and observers from Member States and from intergovernmental and non-governmental organizations.

Fifteen months ago you met to examine the progress of the preparatory work for the Third International Conference on Adult Education and to formulate your opinions on the projects described in its main working documents.

Since then, this important Conference has taken place, and all those who took part in it will, I think, agree that its work was carried out in the best possible atmosphere, thanks to the very warm hospitality of our Japanese hosts and to the spirit of understanding and willingness to co-operate which was shown by all.

As the Director-General said in Tokyo, the General Conference at its seventeenth session had before it the final report of the International Conference on Adult Education; at the same time it was informed of activities to implement the conclusions and recommendations which might be included in Unesco's programmes.

The debate which took place on that occasion confirmed certain principles which had been mentioned or clarified in Tokyo; some concerned the general policy for the development of adult education with a view to life-long education, others, the action to be taken to this end in the context of international co-operation.

I am thinking in particular of such matters as adult education considered as a means of bringing about the complete self-fulfilment of all so that they can play their part to the full in transforming the conditions in which people live, and the democratization of access to adult education seen as an integral part of education systems, with all the consequences which this may have from the point of view of policies, resources and internal organization.

As regards Unesco, of course, this new trend raises a number of problems - the problem of how to integrate more closely those activities in the various parts of the programme which are concerned with adult education, and that of working towards more systematic co-ordination at the international level, as well as the establishment of a world-wide documentation network and improved dissemination of professional information.

It is true that not all the principles formulated at the Tokyo Conference and the ideas expressed there are new. They have gained acceptance increasingly

since the Second World Conference held in Montreal in 1960, but it is none the less worth while to recall them, since by taking root more firmly in the minds of men they will be more likely to be applied in practice.

But, as Professor Schwartz reminded you at your last meeting, the people we reach tend to be the educationally privileged or experienced, rather than the public at large.

Yet if adult education is to play a truly effective rôle, one that is related to the evolution and needs of society today, if it is to contribute to the gradual establishment of life-long education systems, its development must spring from a political will and political choices - that is to say, from a genuine national commitment. Supply must also be geared to demand and must meet needs which are felt sufficiently strongly by those concerned, while at the same time the restrictions placed on them by modern living and, very often, by their professional careers must be taken into account.

In particular, adult education must undoubtedly cease to be regarded, as it still is sometimes, as a temporary remedy or a more or less highly organized series of compensatory activities undertaken by separate authorities or devised to meet circumstantial needs or the specific requirements of numerically restricted groups. Although the quantitative expansion of adult education seems to be an overriding necessity if we are to keep up with the rapid changes of all kinds which mark the evolution of the world today, the renewal of its content and methods is no less indispensable, for the same reasons. But this would be scarcely conceivable unless adult education has its place in the planned development of national education systems, with much greater funds than at present and with trained staff.

This clearly presupposes the setting up of an appropriate institutional framework and promotional activity at all levels.

Obviously, various kinds of action may be taken to deal with the factors which I have just mentioned, provided one is well acquainted with existing needs.

In the guide to the debate prepared for you, as well as in the various documents you have been sent, you will have found information about the activities which Unesco proposes to embark upon in the course of the present biennium, and those which it is planning for the future. The members of the Secretariat are at your disposal to provide you with any additional information which might assist you in your task as an advisory body or help you to form your opinions on the direction in which the programme should develop and the most suitable means of action. Your wide knowledge and professional experience, and your opinions, free from the effect which the daily business of programme execution may have on the minds of the staff members of an international organization such as this - these should provide the Secretariat with a source of inspiration which, you may be sure, we greatly desire.

The co-operation of your Committee, the strengthening of which the Tokyo Conference and the General Conference thought desirable, seems to me to be particularly valuable now that the Organization is endeavouring to intensify its literacy activities in the more general context of adult education. The evaluation now being made of the work done during the six years in which the Experimental World Literacy Programme has been in existence will certainly provide us with valuable

information for the future. But from now on we should, no doubt, aim to encourage the mobilization of national resources, both human and material, and work for an increase in international aid with a view to mass action, if we want large-scale undertakings such as those advocated by the Tokyo Conference to be possible.

No doubt we should also strive to see that the lines along which the Organization's programme is evolving coincide as closely as possible with the demands of economic, social and cultural development as these appear at the level of the Member States, while still taking into account the wide diversity in their situations and trying to find ways of striking a balance between the very understandable pursuit of short-term profitability and the desire to confer upon education the wholeness and the future-oriented outlook it needs.

This last principle, moreover, a principle which is valid for all education, both in school and out of school, whether intended for children, adolescents or adults is, in my view, of the most fundamental and universal value and of special importance in our time. We should certainly bear it in mind in considering the preparation of an international instrument on the development of adult education. Your advice on this matter will be extremely valuable to us since while the Tokyo Conference recommended that a study be made of the technical and legal aspects of preparing a set of regulations on this subject, the Executive Board and the General Conference have still to recognize its utility for Member States at both a conceptual and a practical level. It may, however, be thought that since adult education still needs to establish itself firmly in most societies and since its expansion continues to require governments to decide what their position will be and to take action of various kinds, a set of international rules might be a useful instrument; it would provide a number of generally applicable principles and suggest ways and means of putting them into practice.

Lastly, we should also be glad if, in the light of the experience you have gained while carrying out your duties, you could put before the Director-General any practical measures which you think might improve or increase your participation in the execution of the Organization's programmes. I can assure you that your suggestions on this matter will be studied with the closest attention.

Mr. President,
Ladies and Gentlemen,

Before the Third International Conference on Adult Education I told you of my conviction that it would be as important a stage as the Elsinore and Montreal Conference on the long and arduous but very rewarding journey towards progress in adult education. The many and varied reactions which it has called forth in the different countries and the favourable reception which its conclusions were given at the last session of the General Conference have confirmed my view. Our task - in which we shall need both realism and imagination - is to find the best ways and means of putting into effect the recommendations of the Tokyo Conference, taking into consideration, of course, the actual situations of the different Member States.

I should like to thank you for whatever help you may give us in achieving this goal, and I wish you every success in your work.

ANNEX II

AGENDA

1. Opening of the session.

2. Election of the Chairman.

3. Election of the Vice-Chairman and the Rapporteur.

4. Implementation of the recommendations of the Third International Conference on Adult Education (Tokyo, 1972).

   (a) by Unesco:

      (i) in the context of the approved programme for 1973-1974,

      (ii) by measures to be introduced in the future proposed programmes:

         short-term (1975-1976)
         medium-term (1975-1980)

   (b) by the Member States.

5. Elaboration of a preliminary study on the technical and legal aspects of the preparation of an international instrument on the development of adult education.

6. Examination of the functioning of the Advisory Committee.

7. Adoption of the report.

ANNEXE 3

LISTE DES PARTICIPANTS/LIST OF PARTICIPANTS

(a) Membres du comité/Members of the Committee

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+ Ce membre n'a pas pu assister à la session
This member of the Committee was unable to be present

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(b) Expert

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(c) Représentants des organisations spécialisées du système des Nations Unies/ Representatives from United Nations Specialized Organizations

Fonds des Nations Unies pour l'enfance United Nations Children's Fund	Miss Monica Hodgson
Organisation internationale du travail International Labour Office	M. Gérald Larrue

(d) Observateurs/Observers

Etats membres/Member States

- Danemark/Denmark	Mr. Per Himmelstrup Chief-Inspector of Educational Planning and Development Ministry of Education
- Finlande/Finland	Dr. Aulis Alanen Secretary-General in State Adult Education Committee Tampere University
- France	M. Jean Joseph Schaffknecht Conseiller technique à la Direction de l'Orientation et de la Formation continue Ministère de l'Education nationale

- Norvège/Norway	Mrs. Ingelise Udjus Head of Division for information and continuing education University of Oslo
- Suède/Sweden	Mr. Stig Lundgren President of the National Popular Educational Association Member of the Swedish National Commission for Unesco

Organisations intergouvernementales/Intergovernmental organizations

Ligue des Etats arabes - Organisation de la Ligue des états arabes pour l'éducation la culture et la science (ALECSO)/ League of Arab States - Arab League Educational, Scientific and Cultural Organization	Dr. Ahmed F. Sorour Alecso Permanent Delegate to Unesco

Organisations internationales non gouvernementales/
International Non-Governmental Organisations

Alliance coopérative internationale/ International Co-operative Alliance	Mlle Françoise Baulier
Association internationale d'orientation scolaire et professionnelle/ International Association for Educational and Vocational Guidance	M. Jacques Romian
Confédération internationale des charités catholique/ International Confederation of Catholic Charities	M. François Gomart
Confédération internationale des syndicats libres/ International Confederation of Free Trade Unions	Mme Ady Gamusel
Confédération mondiale des organisations de la profession enseignante/ World Confederation of Organizations of the Teaching Profession	M. Jean Daubard

Confédération mondiale du travail/ World Confederation of Labour	Mme Simone Troisgros
Congrès international de l'enseignement universitaire des adultes/ International Congress of University Adult Education	Dr. John Lowe
Conseil international de l'enseignement par correspondance/ International Council on Correspondence Education	Mlle Gabrielle Rousseau
Conseil international du cinéma et de la télévision/ International Film and Television Council	Mme Liliane Harari
Fédération internationale des associations de bibliothécaires/ International Federation of Library Associations	Mme Jacqueline Gascuel
Fédération internationale des écoles de parents et d'éducateurs/ International Federation for Parent Education	Dr. André Berge
Fédération internationale des femmes diplômées des universités/ International Federation of University Women	Mme Marguerite Orjollet
Fédération syndicale mondiale/ World Federation of Trade Unions	M. Maurice Gastaud
Ligue internationale de l'enseignement, de l'éducation et de la culture populaire/ International League for Child and Adult Education	M. Albert Jenger
Pan-Pacific and South East Asia Women's Association	Mrs. John F. Young
Union mondiale des femmes rurales/ The Associated Country Women of the World	Dr. Edith Mercer

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(e) Représentants de l'Unesco/Unesco representatives

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M.J. Knapp, Directeur du Département des programmes, structures et méthodes d'éducation
M. JD. Cairns, Directeur de la Division de l'éducation des adultes
Mme A. Lorenzetto, Directeur de la Division de l'alphabétisation
M. G. Pasetti, Directeur de la Division des normes internationales
M. H. Körner, Division de l'éducation des adultes, secrétaire du Comité
M. L. Bataille, Division de l'éducation des adultes